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ABSTRACT

The report on the impact of multiculturalism on the education system in the Borough of York (Ontario) summarizes findings of a two year study and provides recommendations to enhance multiculturalism in education. The report is presented in six chapters. Chapter I explains the work group task and method of inquiry and identifies work group participants. Chapter II presents a Canadian perspective on multiculturalism, followed by a profile of cultures in the Borough of York in chapter III. Chapter IV discusses the work group's interpretation of multicultural education. Multicultural education is perceived to value the presence of many cultures, human rights, social justice, and alternative life choices for all people. Chapter V, the bulk of the report, examines and presents recommendations on six issues related to multiculturalism: (1) a nondiscriminatory school and community environment; (2) retention of culture and language; (3) curriculum for multiculturalism; (4) immigrant students; (5) staffing and teacher preparation for a multicultural school population; and (6) government role in multiculturalism. Chapter VI offers guidelines for implementing the recommendations of the report, including establishment of an implementation committee with duties in areas of coordination, reporting, cost analysis, and evaluation. The appendix lists organizations, institutions, government agencies, and individuals who submitted information to the work group on multiculturalism or responded to the draft report. (Author/DB)

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MULTICULTURALISM IN THE BOROUGH OF YORK

THE REPORT OF THE WORK GROUP ON MULTICULTURALISM October 1977

The Board of Education for the Borough of York

SP 010 630

Acknowledgement

The Work Group on Multiculturalism is very grateful to Ernest Epp for the final writing of this Report. He brought many skills to the difficult task of working from a Draft Report which required extensive revisions, both in content and in tone, in order to incorporate the input we received from a large number of groups and individuals.

Mr. Epp's understanding of, and sensitivity towards the issues of multiculturalism and his ability to express clearly the exact meaning intended by the Work Group, were invaluable in producing this Report. For this, we express our utmost appreciation.

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1 Foreword: The mandate, inquiry and participants

The Mandate

The Work Group on Multiculturalism was established by The Board of Education for the Borough of York on April 28th, 1975 to study the impact of multiculturalism on the education system in this Borough in areas such as:

a) the elimination of stereotyping and discrimination;

b) the preparation of teachers to work with students from differing cultures;

c) the establishment of a climate in which students, parents, teachers and principals accept, appreciate and learn from each other;

d) the familiarization of students and parents with the school system in Ontario and with our society in general, including the contributions which various ethnic groups have made;

e) any other issues members of the Work Group feel should be dealt with.[1]

The inquiry and participants

To best realize the requirements of this mandate, the Work Group adopted a consultative approach to its task. One of the first steps in doing so was the publishing of an *Issue Paper* in November 1975. This paper outlined the issues which the Work Group intended to investigate and was widely distributed to teachers, principals, administrators, resource personnel, school and community organizations, the academic community, government agencies, student councils and community groups.

To encourage community participation in its study, the Work Group called for the presentation of briefs, held a series of meetings with school and community organizations and conducted a survey. The chart on page 4 outlines the complete format of the inquiry. Information collected in this manner together with the results of other studies conducted recently on multiculturalism served as the basis for the writing of the Draft Report completed in January 1977.

The Final Report of the Work Group reflects the consideration of many verbal and written responses to the Draft Report. These responses included five public community meetings held during the month of April 1977;* 30 briefs from individuals and groups both within and without this school system; and numerous post Draft Report consultative meetings with teachers, principals and other representative groups from the school community. The scope of the responses was extensive and broad, thereby assuring the Work Group of recent and relevant perceptions of multicultural educational needs of this multi-ethnic school jurisdiction.

This Final Report provides a summary description of the findings of this two year study. It also provides the background and rationale for the recommendations submitted which, if implemented, should serve to noticeably enhance multiculturalism in education in the Borough of York.

The inquiry process of the Work Group was facilitated by the formation of eight sub-committees. The Work Group gratefully acknowledges the generous contribution of time and energy made by teachers, principals, board personnel, trustees and members of the community in the work of these sub-committees.

In particular the Work Group would like to acknowledge the efforts of Jim Miller. His contribution was substantial throughout this entire process and crucial in the preparation of this Final Report. Without his advice we could not have produced this document.

Finally, a very special thank you is extended to Audrey Walker for her understanding, patience and co-operation, in addition to the stenographic expertise she provided.

Footnotes:

[1] Public Session Minutes of the April 28, 1975 Meeting of The Board of Education for the Borough of York, p. 114 (on file at the Board office).

*Public meetings were held by the Work Group for the following community areas during the month of April 1977: (The numbers in parentheses indicate attendance at the meetings)

Two were conducted in English – York Memorial (51) and Vaughan Road (57) One in Italian – Kane Senior Public (47) One in Greek – Humewood (111) One in Portuguese – Benfica House (35)

NOTE: All non-English language meetings used interpreters.

The work group on multiculturalism

Zanana Akande	Consultant, Special Services
John De Pasquale (Co-chairman)	Trustee – Wards I-IV Representing Separate School Supporters
Cam Gioia	Principal, Warren Park Junior Public School
Pat Hainer	Trustee, Ward V
Jim Jack	Assistant Superintendent of Program
Ruth Manke	Social Worker, Special Services
Paul Martindale	Assistant Superintendent of Program
Rod McColl	Co-ordinator, Immigrant Services
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Eugene Miller	Social Studies Consultant
Margaret Stephenson	Consultant, Immigrant Services
Barry Vail	Principal, Lambton Park Junior Public School
Jim Watt	Secretary to the Work Group on Multiculturalism
Harriet Wolman (Ex-officio)	Chairman of The Board of Education for the Borough of York, Trustee, Ward II

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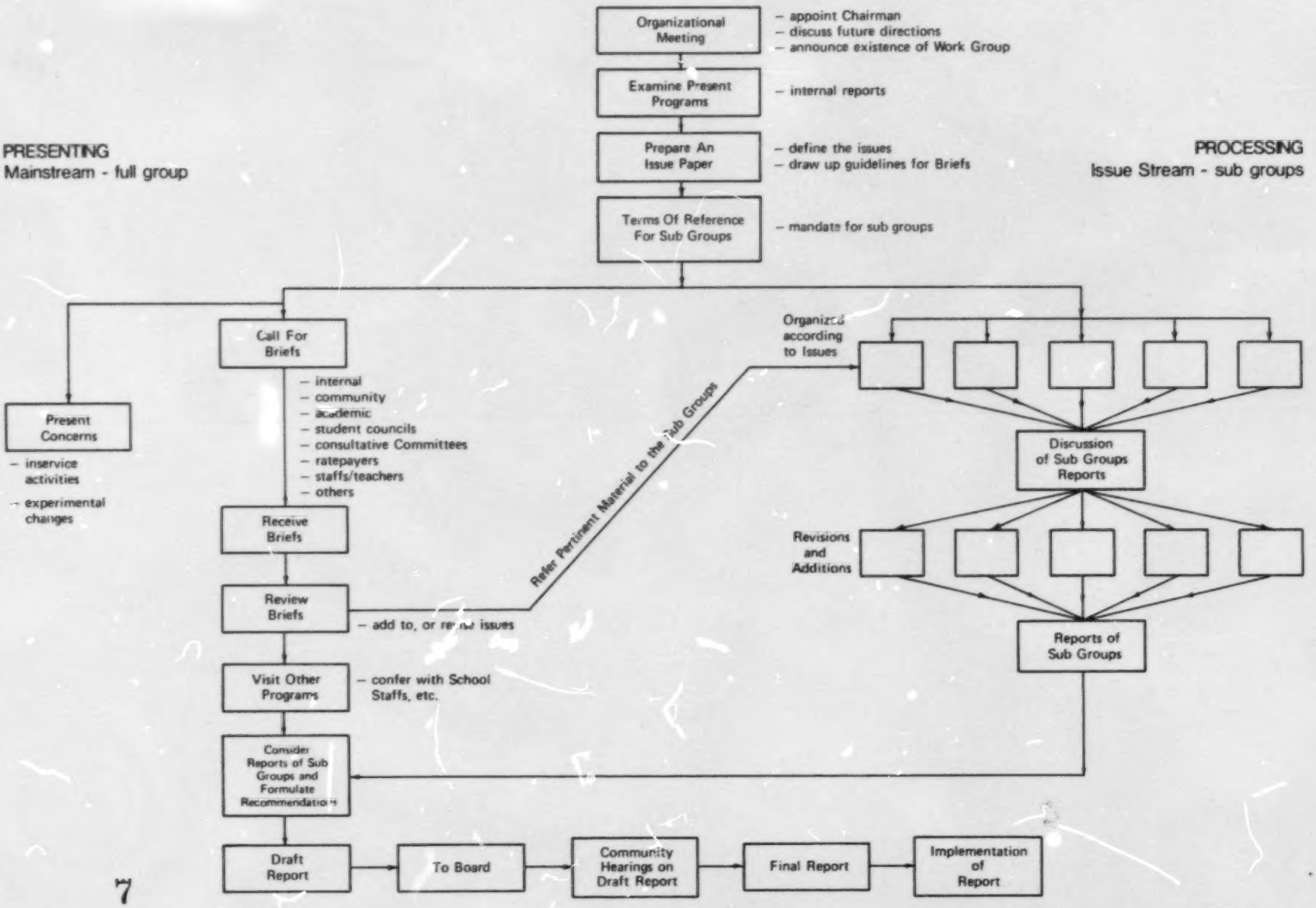
Work Group on Multiculturalism Format



2 Multiculturalism: a Canadian perspective

Canada is a nation of many peoples. It is a nation that has struggled to give understanding and credence to a mosaic of cultures spanning all provinces from the time of Confederation onwards. We are, in many ways a nation of immigrants and a nation of minorities.[1] The presence in Canada of people from all over the world has significantly contributed to the development of a Canadian culture, unique in its possession of many characteristics.

A characteristic uniquely Canadian is that of cultural diversity. Expressed directly, "diversity has become a Canadian fact of life".[2] A look at the most recent *Canadian Census* reveals that less than one half of the population was of British origin and no less than 29 per cent, or six million Canadians, were primarily French speaking. About the same number of Canadians also claimed other than French or British backgrounds. Population information such as this clearly demonstrates the multi-ethnic reality of Canadian society which now no longer reflects an identifiably predominant cultural group. These diverse cultures also clearly establish that Canada has been and will continue to be a land of immigrants.

Multiculturalism embraces in its entirety, the multi-ethnic dimension of being Canadian. To be Canadian means living and working with people whose ethno-cultural roots are many and varied but who have made a commitment to regard Canada as their country. Being Canadian also means being part of an ever changing culturally diverse society. Even if all immigration were to cease tomorrow, the nature of Canadian society would continue to change as children of culturally diverse parents continue to be born into this society.[3]

For the nearly six million Canadians who have neither an English nor French cultural background, multiculturalism is the only philosophy on which they are able to establish their Canadian identity. This appears to be the reason why the following Federal government policy, adopted October 8th, 1971, has been accepted with hope and enthusiasm by Canadians of minority groups:

> "We believe that cultural pluralism is the very essence of Canadian identity. Every ethnic group has the right to preserve and develop its own culture and values within the Canadian context. To say we have two official languages is not to say we have two official cultures, and no particular culture is more official than another. A policy of multiculturalism must be a policy for all Canadians."[4]

Multiculturalism in Canada has been given much attention by Canada's federal political leaders. In speaking to the House of Commons on October 8th, 1971 the Prime Minister of Canada, The Right Honourable Pierre Trudeau, stated that:

> "National Unity if it is to mean anything in the deeply personal sense, must be founded on confidence in one's own individual identity; out of this can grow respect for that of others and a willingness to share ideas, attitudes and assumptions. A vigorous policy of multiculturalism will help create this initial confidence. It can form the base of a society which is based on fair play for all."[5]

Other party leaders supported the Prime Minister's statement. The Honourable Robert Stanfield responded with the following statement:

> "This declaration by the government of the principle of preserving and enhancing the many cultural traditions which exist within our country will be most welcome. What we want is justice for all Canadians and recognition of the cultural diversity of this country."[6]

The reply from The Honourable David Lewis was:

> "It is with deep appreciation of both aspects of our Canadian cultural life, official Bilingualism and Multiculturalism, that my party warmly supports the principles set forth by the Prime Minister."[7]

Statements such as these issued by the government in power and by leaders of national prominence embody the aspirations of all members of minority groups for they provide the basis on which such group members may hope to acquire equality as Canadians.

Multiculturalism in Canada is and must continue to be based on the philosophical premise that all cultures possess equal intrinsic value and status within the Canadian context. Such a premise denies the dominance of any one culture over another. To be a "real" Canadian does not mean belonging to any specific culture. For any culture to dominate or to seek dominance can only result in inevitable assimilation and a minimizing of self worth because of membership in a minority group. Those who are not of French or English cultural heritage cannot transform themselves to reflect something which they, in fact are not. For anyone to feel excluded from being a "real" Canadian on the basis of an ethnic-cultural heritage, would not be in keeping with the premise of equal intrinsic value and status for all cultures in Canada, and could readily lead to serious cultural and racial tensions.

By removing the possibilities of inequalities for any culture a heightened sense of personal pride and identity will follow. A cultural heritage is one of the most important sources of personal pride and dignity. It forms the very roots which nurture the development of a personal system of values and encourages full expression of a distinctive personality. External pressures on individuals to reject aspects of their cultural heritage in order to be accepted as fully participating and equal members of the society in which they live, in most cases cause intense personal conflict and resentment. A truly multicultural society would understand the universality of all people. It would vigorously seek to eradicate prejudice, discrimination and racism which abound in societies where people are not allowed to live as equals. A primary goal of multiculturalism is the promotion of a climate in which intolerance finds it hard to flourish.

All cultures have common and universally recognized values. All have a richness of their own, which if shared would enhance the lives of us all. Canadians in particular belong to a dynamic culturally diverse society. They are an amalgam of many cultures with varying sets of values, who are learning to accept and respect each other's values and cultures. For Canada, the policy of multiculturalism holds the promise of a distinctive society in which all Canadians are truly recognized as equals and in which all Canadians may contribute and share equally.

Footnotes:

[1] The Honourable Joseph Gray, *Address to the Indians in Toronto Conference* (May 1977), p. 4.

[2] Ibid., p. 6

[3] The Ontario Ministry of Education, *Multiculturalism in Action: Curriculum Ideas for Teachers* (n.p., 1976-77/6130), p. 2.

[4] Hansard: House of Commons (Ottawa, October 8, 1971).

[5] *First Annual Report of the Canadian Council on Multiculturalism* (Ottawa, 1977), p. iii.

[6] Ibid., p.v.

[7] Ibid., p. 7.

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3 A profile of cultures in the Borough of York

Geographically, the Borough of York is situated in the western section of Metropolitan Toronto. It has a population of approximately 143,000 and is the second smallest of six boroughs that constitute this urban area of Toronto.

This borough operates 28 public schools with an enrolment of 12,678, and an instructional staff of 654 teachers. It also contains seven secondary schools with a student population of 8,369 and a staff of 517 teachers.*

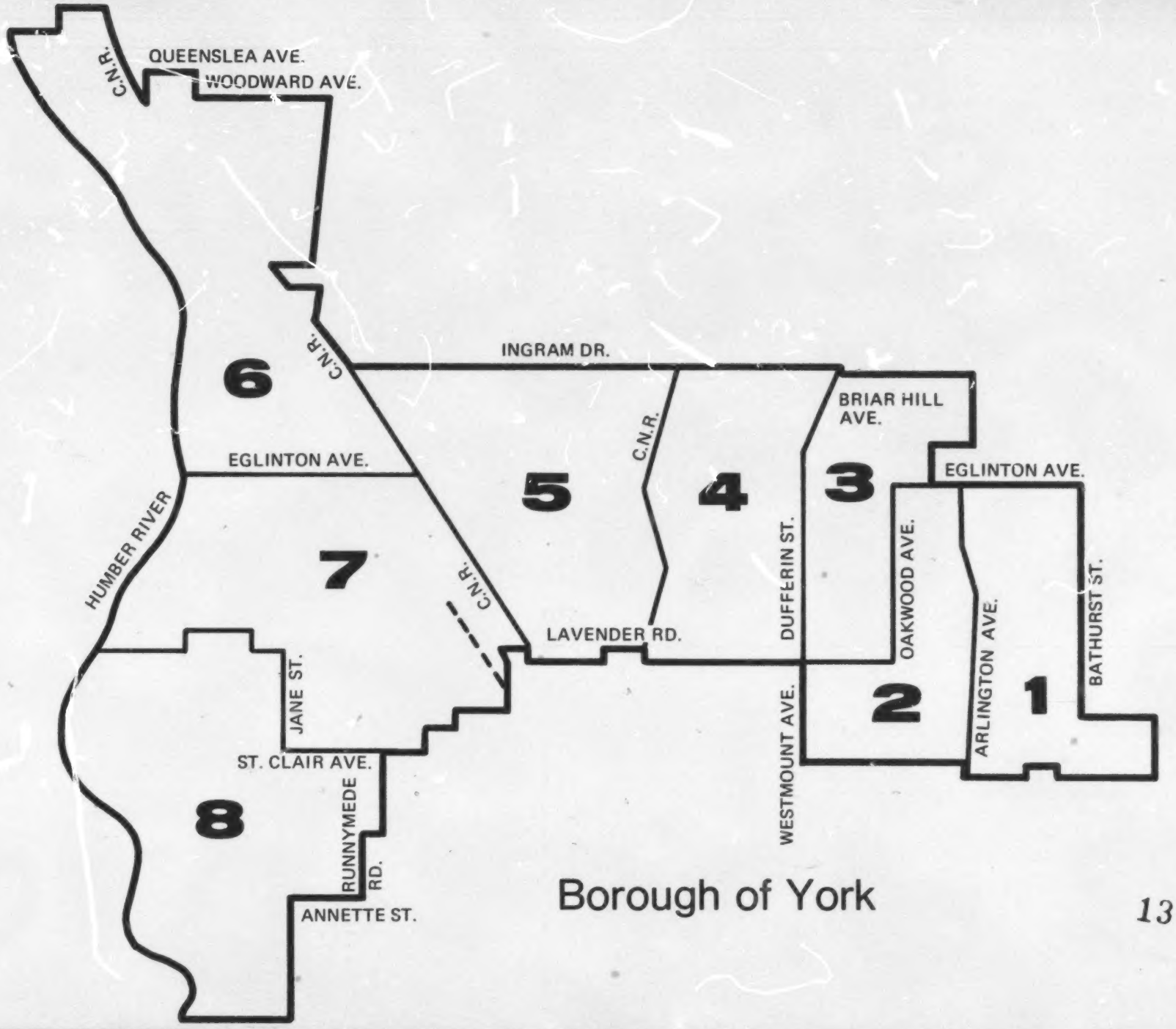
A large portion of the population in the Borough of York was born outside of Canada and speaks a dialect of English or a language other than English as a mother tongue. Although an increasingly transient population reduces the accuracy of population statistics, the 1971 census in Table I (page 13) serves to illustrate the diversity of population within the borough. Even though initial figures of the 1976 census indicate a decline in overall immigration, they should not be used to demonstrate a parallel reduction in the diversity of population in the Borough of York.

A further illustration of this profile of cultures can be seen in the number of students who transfer into York schools. Table II (page 13) shows the region of birth of students who transferred into the Borough of York during the school year, September 1976 to June 1977. This table clearly indicates that many students from the West Indies are now making their home in this borough.

A map segment (Fig 2, page 12) precedes Tables I and II, and illustrates the geographical boundaries of the Borough of York as it exists within Metropolitan Toronto.

*As of September 30, 1977.

Fig. 2. Map segment of the BOROUGH OF YORK as located in Metropolitan Toronto. The wards of this borough are represented by the bold numbers from 1 to 8 appearing on this map segment.



Borough of York

Table I

1971 CENSUS DATA FOR THE BOROUGH OF YORK.* THE LANGUAGE REFERRED TO 'S THE MOTHER TONGUE AND MOST OFTEN SPOKEN AT HOME. (This data may be regarded as a measure of assimilation.)

Mother Tongue	Number in Population of Borough of York	Per cent who use English at Home
French	2,100	64%
German	3,315	52%
Italian	37,030	13%
Ukrainian	2,845	27%
Chinese	420	20%
Greek	2,410	20%
Hungarian	1,820	27%
Polish	1,950	36%
Portuguese	205	23%
Yugoslav	2,755	36%

*The 1976 Census Statistics were not available at the time of printing.

Table II

NUMBER OF STUDENTS TRANSFERRING INTO THE BOROUGH OF YORK
SCHOOL YEAR SEPTEMBER '76 – JUNE '77

Region of Birth	Entered Canada in Previous 12 Months	Entered Canada in Previous 13 to 24 Months	Total
Europe	64	27	91
Africa	30	12	42
Asia	107	24	131
South America	65	27	92
Central America	26	9	35
Pacific Islands	6	2	8
East Indies	5	3	8
West Indies	603	81	684
North America	19	7	26
Australia/New Zealand	7	–	7
British Isles	24	12	36
TOTAL	956	204	1,160

4 What is multicultural education?

The Work Group on Multiculturalism perceives multicultural education as education which values the presence of many cultures. It is an education designed to accept and support cultural pluralism in contrast to a position of merely tolerating its presence in our schools. Inherent in this view of education is the recognition of cultural diversity as a valuable resource which will enrich the lives of all students.

Multicultural education is further interpreted by the Work Group to be a humanistic concept based on the strength of diversity, human rights, social justice, and alternative life choices for all people.[1] To be truly multicultural this education must include curricular, instructional, administrative and environmental efforts to help students avail themselves of as many models, alternatives, and opportunities as possible from the full spectrum of our cultures. It should also include assistance for students in the development of positive attitudes to prepare them for living in a multicultural society.

Multicultural education is a continuous process that will broaden and diversify as it adapts to changing conditions in society. It is not a single program or course of study, but rather an inter-disciplinary educational process. It goes beyond an understanding and acceptance of different cultures. In doing so, it recognizes the right of different cultures to exist as separate and distinct entities and acknowledges their contribution to the societal entity.[2] However, it also places great emphasis on the similarities which exist among all peoples and on the importance of positive interaction among people of varying cultural backgrounds.

At the heart of multicultural education must exist distinct benefit, in terms of actual learning experiences, to each child's unique cultural reality. The quality of such an education depends on the type of interaction that is encouraged and structured in the school's curricula and environment. It is an education that fosters an atmosphere in which all students are helped to understand that being a member of either a minority or majority group does not hold any implications of inferiority or superiority. An education such as this allows students of all cultures to learn freely from one another. In this learning process they also gain an understanding of who they are and how they contribute to the society in which they live.

This expressed understanding of a multicultural education provided the philosophical and theoretical basis of the Work Group's inquiry. The discussion and recommendations on the major issues of multiculturalism which follow immediately in part 5. of this report should form the basis of a sound multicultural education.

Footnotes:

[1] *Encouraging Multicultural Education*, Educational Leadership (n.p., January 1977), p. 290.

[2] Ibid.

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5 Major issues of multiculturalism examined

Section 1:
A school/community climate without racism and discrimination

The system of education in the Borough of York is different now from what it was as recently as fifteen years ago. It has undergone many changes and is continuing to do so as it seeks to adapt to more effective ways of meeting the needs of a changing population. Many thoughts spoken or written by students and their parents, indicate beyond any doubt that teachers of this borough really care about their students and are especially sensitive to the needs of immigrant children. This is further shown in the efforts teachers make to welcome and encourage these children. Teachers genuinely want to remove elements of racial injustice and inequality which constantly threaten and ultimately destroy a positive classroom climate; but they also need help with this intent. The Work Group, through its study and recommendations, hopes to provide such a source of assistance and support.

Not only do individual teachers recognize the special needs of immigrant children in their classroom; but also many schools in our borough have initiated multicultural events and activities in recognition of the needs of a diversely populated school community. These include multicultural festivals, a welcome and information service run by kids for kids, Education Week activities with multicultural themes, caravans, inviting resource people from the community to talk to E.S.L. classes, ethnic clubs, language programs at the secondary school level in response to community needs and requests, community surveys to determine parental attitudes, needs and concerns about their local school, Parents' Nights, Open Houses, and special events conducted specifically for parents whose mother tongue is not English.

On a system-wide basis there are numerous indications of the Board's willingness to respond to a multicultural community. Included among these are:

- The recent establishment of an Immigrant Services Department.
- An expanded and improved program for the teaching of English as a Second Language and the introduction of Upgrading programs for students who require extra help with basic academic skills.
- In-service programs to help the teaching staff become more aware of the diversity of cultural backgrounds of students in our system.
- The Italian summer school language program.
- Summer school E.S.L. programs and upgrading opportunities for immigrant students.
- English language and orientation classes conducted for immigrant mothers and pre-schoolers.
- Numerous night school English and upgrading classes for immigrant adults.
- The provision of translation and interpreter services for teaching and system personnel and school and community organizations.
- Translation of the Board newspaper and other literature into languages other than English.
- The hiring of community field workers.
- The designing of the questionnaire which was used by most Metro School Boards for the Walter Pitman Task Force on Human Relations.

Further recommendations for improvements such as those which accompany this section should assist in encouraging a uniformly better learning and teaching climate in the Borough of York schools.

Any insensitivity to multicultural issues would rapidly lessen the positive qualities of this borough's educational system, and the Work Group in its inquiry did ascertain the existence of some such insensitivities.

Adverse Societal Factors

Discrimination and racism have existed in our society for a long time. They are now also distinct realities in our schools as well. Although schools have been making an admirable effort to cope with issues of racism and discrimination, the current intensity of these problems in society as a whole, is now demanding that schools make an even greater effort.

Discrimination exists on many levels, has many victims and may originate at a sub-conscious level where it is likely to be expressed in subtle and perhaps quite

unintentional ways. What may appear as harmless stereotyping may essentially be a form of discrimination and can function as the dangerous beginning of a growing intolerance toward others. This stereotyping often occurs through ignorance, which in turn can breed fear among people and lead to hatred. What frequently follows are blatant acts of prejudice and overt racism. Overwhelming evidence that this is so exists in such areas as housing, employment, health services, law enforcement and the media. This observation is well substantiated by the very fact that in Metropolitan Toronto a Task Force on Human Relations has been established to study the extent of discrimination and racism in all of the areas mentioned, as well as in education.[1]

We must acknowledge the existence of discriminatory and racist realities in our schools. These cannot be ignored, either through refusing to acknowledge their presence, through fear of confronting them or by displaying an attitude of complacency and an acceptance that such misfortunes are an inevitable part of life.

The Work Group was made aware of these adverse realities through many sources, one of which was a brief submitted by the South Asians for Equality. This brief states that in recent years members of their community have been experiencing both subtle and overt discrimination in many facets of their daily lives. Increasingly they have been subjected to criticism of their modes of dress, to racial slurs and to acts of violence. They further claim that, "in the school system, the children are the unfortunate victims of racist attitudes . . . children have been assaulted on school grounds".[2]

Additional cause for concern comes from students, especially black students, who perceive themselves as victims of discrimination in the school system. They fear that they may not have equal educational opportunities and that teachers may have lower expectations of them because of their racial origins. In actual practice this may lead to streaming students into courses that are below their academic capabilities and potential.[3]

Perceptions of racial inequality are not held by students only. One third of the parents interviewed in a survey and many of those who attended the Work Group community meetings think that racial tensions exist in the schools.[4] The majority of parents who expressed this view are West Indian.

It is evident to the Work Group that various forms of discrimination exist. Some students are, in fact, victims of racial, ethnic and cultural discrimination.[5] They are usually the students who are most visibly different in

terms of skin colour, dress or customs; those who experience difficulty speaking English or possess a distinct accent. Most of this discrimination appears to be directed toward those students who are the most recent arrivals to Metropolitan Toronto, and the least well known and understood of any minority groups. It is also sad and disturbing to realize that some students who appear "visibly different" and as such are victims of discriminatory practices and racial slurs, are among Canada's native Indian and Inuit (Eskimo) people. Some are also the descendents of this country's early black and Oriental settlers.

A further dimension inherent in the issue of discrimination as it pertains to schools is that of class bias. The effect of class bias and its inter-relatedness to racism and discrimination is extensive and this study by the Work Group has tried not to disguise or ignore it.

Educational institutions by and large pass on to the next generation the cultural values of the dominant group in society. With few exceptions, these institutions cannot be termed neutral or bias-free. The attitudes, values and expectations of educators, school standards and curriculum materials usually have an Anglo-Saxon, middle-class orientation which many students have difficulty relating to. Some of these students are immigrants and members of minority groups. Others are children from working-class or socio-economically poor backgrounds whose orientation in society has been outside the acceptable mainstream of established institutions.

According to an *Every Student Survey*, students who are both recent immigrants and poor, fare the worst in the school system, (i.e. they are least likely to be in Level 5 programs and most likely to be in special classes for students with academic problems).[6] This survey also found that of the two, being poor plays a more significant role in determining a student's success in school than his/her status as an immigrant.

Educators have recently given more support to the importance of including ethnic culture in the school program. But in contrast the working class culture, which includes the history of labour, the contribution of workers to society and the present status of the working class, is usually omitted from the curriculum. It is important for educators to recognize that the majority of our students, both recent immigrants and native born Canadian, are from working class families. Our schools should never minimize this fact but rather ensure that their programs and curricula are relevant and meaningful to working class children.

Both historically and in the present, immigrants to this country as well as our own native peoples have generally occupied the lowest paid positions in our society. This apparent correlation between ethnic or racial bias and class bias also exists within the school system. Unfortunately, many people in our society have not had the opportunity to find out how the education system works or how to go about changing it. A brief presented to the Work Group by the St. Matthew's Community Project and endorsed by the Toronto Regional Chapter of the National Congress of Italo-Canadians, reveals that many immigrants in the Borough of York feel left out of school affairs.

According to the Toronto Board of Education Work Group on Multiculturalism, there are "a great many instances when racism is associated with classism."[7] Its report further claims that the mechanism, . . . "which prevents unconscious racism from manifesting itself in blatant racist behaviour is susceptible to breakdown under stress. Sports events, economic crises and various threats to individual and group security, whether real or merely imagined, are occasions of such stress."[8]

With such correlations between classism and racism it is not surprising that incidents of discrimination and racism increase in the insecure times we presently live in. While the economic and social structure of Canada has relied heavily on immigration for cheap labour, immigrants are now often blamed for unemployment, housing shortages, the increasing crime rate, and assorted other social ills. Blame for these conditions is seldom attached to the world-wide economic situation nor more specifically to the failure of our governments to deal effectively with our own domestic problems.

The Work Group recognizes the harmful effects of class bias on a system of education, but since an in-depth study of this issue was not possible, no specific recommendations relating to it have been formulated. However, we hope that the observations made on class bias will be noted carefully and that serious consideration will be given to studying ways of providing a more relevant and meaningful educational experience for the students of poor and working class families.

A Desired School Climate

Because of the central role that schools play in imparting knowledge and forming attitudes, it is most logical that they help dispel ignorance, actively combat harmful sterotyping and eventually eradicate discrimination and racism. All those who are involved in schools must be aware of the dangers of complacent attitudes toward inequalities and of their own crucially important role in creating a better society. Injustice and discrimination must always be challenged and never allowed, through our failure to respond, to become an inevitable fact of life.

A concentrated attempt to eliminate negative attitudes and practices should ultimately result in a school climate in which racism and discrimination cannot exist. In this way schools will genuinely become places in which mutual trust and confidence enable students,

parents, teachers and principals to accept, appreciate and learn from each other. The development of such an educational climate involves a deliberate and careful combination of positive attitudes and practices. This includes co-operation with, respect, sensitivity and tolerance toward all people, as well as recognizing and appreciating the inherent uniqueness of every individual.

Students discover who they are primarily through their own experiences and in the way they meet the expectations set by their family, school and community. In school, responses received from peers and teachers and their own reactions to their environment, positively or negatively influence their self-concept. The ability to identify personally with others is a further important factor in the development of this self-concept. Identification with others is difficult if the student's cultural experiences are not recognized in the school he/she attends. In providing a climate conducive to the development of a positive self-concept, students must be able to relate positively to teachers, other school personnel, and to the curriculum and instructional material.

Parents have a vital role to play in the creation of a positive school climate. As was indicated in the briefs received by the Work Group, the community meetings and the community survey, parents are highly supportive of a multicultural approach to the education of their children. A clear indication was also given that parents are more than willing to assist in the development of programs of a multicultural nature. Schools should capitalize on this willingness and be ready to utilize the resources that the community can provide. The participation of the immigrant community in the educational process in this regard might also make possible other benefits. One such benefit could be the development of improved communication with and understanding of the school.

Frequently educators refer to the importance of the school's responsiveness to community needs. When needs or concerns are expressed, schools have a responsibility to respond even when the community's expectations are in conflict with traditional practices of the school. This means that schools must be prepared to listen to and consider differing points of view, make changes when appropriate and explain programs and practices so that parents are made aware of what is going on and why. To help this process immigrant parents might initially become involved through discussions focussing on their difficulties in adjusting to life in a new setting. Over a period of time, however, the participants may wish to exchange ideas with school personnel concerning parental needs and expectations. In this way it would be possible for them to exert their needed influence on the school program.

The Board has already taken a significant step in assisting in this area by appointing a Community Field Worker to increase the effectiveness of communication between the multicultural community and the school system, and to develop various means of participation for the multicultural community.

Community Field Workers are expected to work closely with principals, staffs and the school and community organizations in the geographical area assigned to them. The primary function of the Field Workers is to assist and support the school in determining the needs of the community and to help implement appropriate programs to meet these needs. This approach to improving communication between the school and the community appears to be very effective. The Work Group believes that the appointment of such personnel should be a high priority of this Board.

The teacher plays a critical role in the establishment of a climate that fosters acceptance of cultural diversity. By both conscious precept and unconscious modelling he/she has significant influence on the student. It is crucial therefore that the teacher has an empathetic understanding of the various cultural backgrounds of the students.

However, it is difficult for individual teachers to promote a climate of acceptance and respect for others

without the demonstrated support of administrators committed to the ideals of multiculturalism. Their support should be reflected in the establishment of appropriate policies and guidelines. In both the central office and at the school level, leadership must be given to set a positive tone and example of understanding and respect for every individual.

Footnotes:

[1] The Municipality of Metropolitan Toronto Task Force on Human Relations (March 1977).

[2] A brief submitted by the South Asians for Equality to the Work Group on Multiculturalism of The Board of Education for the Borough of York (August 1976), p. 1.

[3] A recent study completed by the Ontario Human Rights Commission stated that there has been a tendency to associate black students, especially West Indians, with slow learners. Further discussion of this issue may be found in *Black Presence in the Canadian Mosaic: A Study of Perception and the Practice of Discrimination against Blacks in Metropolitan Toronto* (Toronto: The Ontario Human Rights Commission, 1975), p. 59.

[4] Dr. Suzanne Ziegler, *Survey of Parents of Grade Eight Children on Issues Related to Multiculturalism and the Schools* The Board of Education for the Borough of York, (Toronto, 1976).

[5] It should be noted here that the issue of discrimination based on sex has not been dealt with. Although there are obvious links between all forms of discrimination, The Board of Education for the Borough of York has established a committee to deal specifically with that aspect of discrimination.

[6] The Board of Education for the City of Toronto, *1975 Every Student Survey* (Toronto, 1975).

[7] The Board of Education for the City of Toronto, *Draft Report of the Work Group on Multicultural Programs* (Toronto, 1975), p. 97.

[8] Ibid., 9. 97.

Recommendations: On school/community climate without racism and discrimination

The Work Group Recommends to The Board of Education for the Borough of York that:

1. The Program and Community Affairs office, in co-operation with the Immigrant Services Department, continue to develop daytime English language and orientation programs for adults and pre-school children to be offered at local schools where there is a need;
2. The Provincial Ministry of Community and Social Services be requested to develop policies and guidelines for funding the childcare component of daytime adult continuing education programs;
3. Each school develop an inventory of parent and student volunteers to supplement the regular translation and interpreter services of the board;
4. An attempt be made to hire custodial and secretarial staff who have a knowledge of the languages predominant in the local community;
5. Where possible, lay assistants be engaged who are indigenous to the school community;
6. Schools actively recruit volunteers who represent the various cultural backgrounds within their community to assist in local school programs;
7. The in-service training for all non-teaching staff and volunteers be expanded to assist in increasing their understanding of the cultural and educational diversity of our students;
8. To supplement the regular school program, the Board encourage student exchanges, visiting speakers and involvement in community projects as a means of increasing the contact students make with members of a variety of cultures;
9. The Board continue to distribute printed information kits on the Borough of York school system and in addition, develop audiovisual materials to supplement the information kits. These are to be used by schools in working with their communities and in orientation programs for children and parents;
10. School principals be encouraged to develop orientation booklets on local school programs, attendance requirements, field trips, reporting procedures, the role of resource personnel, the credit system and discipline;

11. The Research and Community Affairs departments develop a procedure to enable each school to prepare an annual ethnic demographic survey in order to plan programs and activities which meet local needs;
12. The Board utilize the ethnic media for communication with immigrant parents;
13. The Board establish as one of its priorities the hiring of community field workers in response to an identified need, to assist schools in developing effective community contacts, reception and orientation programs and to expand interpreter services;
14. School and community organizations, principals and local trustees be encouraged to bring together parents of common cultural or linguistic backgrounds, particularly recent immigrants, to share common concerns;*
15. Schools (teachers, curriculum, programs) provide as many opportunities as possible to:

    a) Present positive cultural images which accurately depict the minority groups present in the Borough of York, thereby making a conscious effort to counteract any negative stereotyping;

    b) Make a conscious effort to demonstrate the uniqueness, the similarities and differences, as well as the contributions which various immigrant groups have made to our society and to the world;

    c) Provide factual information and sensitive explanations about the differing customs, beliefs and ways of life of the multicultural population in our schools and communities;

    d) Examine with students the ways of life in our society of people of various races, cultures and classes in an effort to help students develop a critical awareness of the forces around them which affect their position in our society;
16. Incidents or slurs of a racial or ethnic nature, such as name-calling, teasing, or prejudicial jokes, which occur within the jurisdiction of the school not be tolerated and always dealt with;
17. A race relations committee be established by the Board to:

    a) Assist teachers in handling racial incidents by providing practical suggestions for dealing with incidents of racism in the schools;

    b) Seek the co-operation and assistance of the Ontario Human Rights Commission;

    c) Prepare an educational kit appropriate to various age levels and recommend speakers to aid teachers and parents in conducting seminars on human rights, thereby assisting in the improvement of attitudes toward all cultures;
18. Schools be encouraged to conduct seminars on human rights for students to increase awareness of the rights of all people under The Human Rights Code and an awareness of cases where these rights are infringed upon particularly in the cases of minority groups. This is applicable to schools with both a large non-immigrant population as well as to schools with a predominantly immigrant population;
19. The Human Rights Code be displayed in a prominent place in every classroom of this school system;
20. Interested principals and teachers be encouraged to work with parents in the community to develop a forum for the discussion of differing values, expectations and cultural norms;
21. School libraries be encouraged to acquire more material about the cultures of minority groups;
22. The Board of Education for The Borough of York appeal to the media to increase their sensitivity to minority groups and make greater efforts to be more accurate and fairer in its portrayal of them;
23. The Board through its Research Department conduct a system-wide survey to obtain information about students in Borough of York schools from kindergarten to grade 13 for the purpose of providing a description of the demographic, social and academic characteristics of our students and determining the correlation between students' backgrounds and their placement in our school programs.

Questions

I see a phone and I say how do you use it?

I see the television I ask how do ya use it?

I see the bus I ask how do ya stop it, mean time its driving?

When I go to the store do you take what we want like our country or ask?

How are we supposed to talk to people?

How can you make a friend? what do we do?

written by a grade 7 student in the Borough of York

5 Major issues of multiculturalism examined

Section 2: Cultural identity: The retention of culture and language

We all have roots in at least one ethnic group and through our roots we inherit language, names, traditions and culture. When we are transplanted we bring our roots with us.[1] In Canada we have an unequalled opportunity to create a distinctive culture and social structure.

The history and development of this country is much the story of successive immigrations and the interaction of these groups with the existing society. How people such as these adapted their way of life to Canadian conditions and influenced Canadian patterns has been and will continue to be one of the determining forces in establishing a Canadian identity and nation.[2] However, adapting to Canada has not meant a complete assimilation. Distinct ethnic identities have been retained.

Canadians frequently express pride in the mosaic nature of our cultural heritage. We attach importance to the fact that the fabric of Canadian culture and society is strengthened and enriched by the contributions of many cultural groups. This Canadian cultural mosaic more than adequately reveals that strong community roots have been sunk in this country. They are visibly reflected by businesses, churches, schools, and various social and cultural organizations found in most Canadian communities.[3]

Not all in society, however, hold similar views on the retention of cultures and languages. The issue of cultural identity, particularly as it pertains to cultural and language retention, evokes feelings of great intensity. In essence, this is the central issue which must be resolved if the concept of multiculturalism is to acquire significance.

To illustrate the disparity of views on this issue, there are those who display a sympathy for the notion that it is the inherent right of the non Anglo-Canadian population to maintain and cherish their original cultural heritage and language in Canada. But along with this understanding they also express the opinion that the business of the school is education and not the maintenance of cultures and languages other than French and English.[4] On the other hand there are others who contend that since immigrants are an integral part of the Canadian society and culture, schools ought to, at least to some degree, assist in the maintenance of their cultural heritage and language and its transfer to their children. These also advocate that this be done for the Franco or Anglo-Canadian heritage and languages.

The Work Group on Multiculturalism holds the position that our system of education does have a responsibility in the area of culture and language retention. Strong community support for such a position was found in the *Survey of Parents of Grade Eight Children*.[5] Findings here showed that all European-born parents attach importance to the retention of their language and culture by their children. These same parents also wanted to see their native language offered in school by the Board of Education, beginning at the junior school level. Of all the parents interviewed, almost all of them supported a multicultural approach to the teaching of Canadian history and its development.[6]

Planned educational involvement with the issue of culture and language retention implies greater recognition of minority groups and their cultural individuality. The Work Group believes it is time to examine cultural differences from a perspective of full recognition and acceptance, with an ultimate goal of creating a social structure in which all cultures possess equal intrinsic value and status.

Retention of culture

The *Issue Paper* of the Work Group posed the following questions:

> a) Is it the inherent right of the non Anglo-Canadian population to maintain and cherish their original cultural heritage and language in Canada?
>
> b) Is the school system responsible for becoming actively involved in the maintenance of original culture and language? If so, by what methods and to what degree?[7]

Discussion of these questions centered on the acceptable definitions of culture and multiculturalism. The following two definitions reflect the consensus of the Work Group:

Culture – Culture is the sum total of customs, values, traditions, arts, letters, history, music, built up by a group

of human beings and transmitted from one generation to another.[8]

Multiculturalism (Cultural Pluralism) – Multiculturalism is the social process that involves the harmonious co-existence of people of varying backgrounds in which differences are accepted within the confines of national unity.[9]

In an attempt to determine how the school can implement a multicultural concept, two views of the role of the school took form:

a) It is the role of the school to foster a climate in which there is better understanding and acceptance of the different cultural groups within the community;

and

b) It is the role of the school to actively promote the retention of native culture by the various groups within our community.

Although personal points of view will vary the responses to these two approaches, all cultures do have equal intrinsic value and merit exists in retaining those aspects of cultures which preserve the dignity of the individual and the solidarity of the family.

The Work Group suggests there is an immediate need to examine present educational practices and a need to develop a curriculum which gives equal recognition and acceptance to all groups within the community. It also maintains that all students should acquire an education which increases their appreciation, awareness and acceptance of cultural differences. The ultimate goal should be the development of an educational environment which will not subject students to an identity crisis and cultural alienation. Of utmost importance is the creation of an atmosphere in schools that encourages the acceptance of cultural diversity for the purpose of helping students develop a sense of self-worth and personal dignity.

Some educators have expressed the concern that if the school were to actively promote culture retention, it would be instrumental in accentuating differences and perpetuating ghettoes. However, prejudice, discrimination and racism are often the direct result of ignorance, and what better way is there to eliminate them than by promoting the acceptance of self and others through an increased awareness of the society in which we live.

Teachers play a vital role in fostering acceptance of cultural diversity. It is crucial that they have an

empathetic understanding of the various cultural backgrounds of the students they teach. Those who are sensitive and well informed can create a multicultural climate in their classrooms, and those who have personal knowledge of a cultural group contribute an added dimension by providing a model with which the student may identify.

Multiculturalism is not to be interpreted as an academic experience. It is a philosophy based on the principle that an understanding and acceptance of self leads to an understanding and acceptance of others. It is to this concept of multiculturalism that The Board of Education for the Borough of York has already demonstrated a commitment by the implementation of programs reflecting the multicultural needs of the community.

Since the substance of the whole report addresses itself to issues of cultural identity, specific recommendations do not appear necessary here. If the recommendations made in other sections of this report are implemented the intent of this section on the retention of culture will have been met.

Retention of language

The retention of a language is the major source of cultural identity and preservation. More than this, language is an integral part of culture and indeed the key to its understanding. Any denial of language value may lead to a cultural decline. *The Non-Official Languages*

Survey provides clear evidence that despite the vast reservoir of language knowledge held in Canada by first generation settlers – without direct and possibly substantial assistance – the non-official language skills of their children will quickly dissipate; and their grandchildren will know little if anything of their linguistic heritage.[10]

In Ontario schools there are two official languages. English is referred to as the first language and French as the second. The mother language of specific ethnocultural groups is regarded as the third and non-official language.

The Work Group discovered the issue of language retention and third language instruction to be the most contentious and misunderstood issue in its study of multiculturalism. Though complicated and complex, this issue emerged as one of primary importance. Its importance was clearly substantiated in the high interest for language retention shown by parents of the *Survey*,[11] the active discussion of this issue at the Work Group community meetings on the *Draft Report*, and especially in *The Non-Official Languages Survey* which revealed that over 150,000 Italians, 66,500 Germans and 54,000 Ukrainians strongly supported language retention.[12]

Even though primary importance was attached to third language retention and instruction by many parents, it was never expressed as a priority over the learning of English. The Work Group found that, in an overwhelming manner, immigrant parents wanted their children to learn English and the fundamentals of an education first, and only then the third language of their cultural heritage.

In school systems, however, arguments have been advanced which speak against the teaching of languages other than English or French in the early grades. It has been argued that this will retard the academic progress of students, particularly in reading. This argument may, however, be an assumption based on the effects of what is known as language deprivation and does not apply to children who, although in their home environment have not been exposed to English, may nonetheless have received adequate language stimulation for further academic progress. The capacity of students to transfer knowledge from one language to another is great and should not be underestimated. There is evidence to indicate that students can cope adequately in a bilingual environment and that learning a language is of academic and personal value:

> "Psychologically there is also much to be said for an early introduction to a second language. A child's enormous potential in respect of the sounds of a language and his great capacity for assimilating other linguistic structures can be regarded as assets which it would be foolish to waste. Recent studies of bilingualism, on the whole, seem to strengthen the argument for an early start. The common fears that a second language is detrimental to the development of the first language, to intellectual growth, or to general school attainments are not supported by current evidence."[13]

Stern's reference to an 'early start' in language learning pertains only to children of primary school age.

Further concerns expressed about third language instruction relate to the status of French if other languages are to be introduced in the regular curriculum. It should be remembered here that official bilingualism does not negate the possibility of a multilingual policy. The status of French as an official language should be emphasized and indeed programs for students to gain greater facility in French should be strengthened and expanded. It is a fact though, that in many communities, including the Borough of York, other languages are also relevant. However, the Work Group concluded that it was not the claim of any minority group that its own language be given official status, but rather that it be recognized as worthy of retention. The Greek, Portuguese and Italo-Canadians specifically wished to have their languages offered by the Board of Education. To them and other minority groups, Canada is a permanent home. The wish to have their children retain the language and certain aspects of their culture is not held with the intention of maintaining ties with their homeland, but rather because they want their children to retain a part of themselves which they consider worthwhile.

The Work Group stresses the importance of retaining a language because of the bearing it has on the relationship between families, parents and children. As children in this country learn English and adopt the cultural values of their new environment, meaningful communication with their parents decreases sharply and may almost cease. In families where the parents do not speak English, communication gaps between them and their children often assume monumental proportions. It has been found that in many cases, as children learn English they rapidly lose even a minimal knowledge of their parents' language acquired in the home environment. The result is predictable, communication between parents and their children diminishes.

If this happens parents are hurt and find it very difficult to accept the changes that occur in the attitudes of their children, especially with respect to parental and

cultural values. The children on the other hand find it difficult to relate the home to the outside environment in which they are literally bombarded by a dominant culture which makes little or no reference to the culture of their home environment. A child may interpret this lack of reference as a negative social message and consequently assume the culture of his/her parents to be inferior. At this point the child may face an identity crisis in which he/she must face internal conflicts generated because of strong demands on his/her cultural loyalties. An acute sense of guilt may be added to this internal conflict if an attempt is made to reject the parental culture. If, however, parental culture and language were given equal recognition with the host culture, the child would be able to develop a healthy relationship to both.

This equal recognition of parental culture and language could be made possible through third language instruction in schools. Third language programs operated within the regular school program would not penalize children as it now does by being offered in late afternoon or weekend classes. In addition to this, third language programs operated by the Board of Education would be ensured of adequate funding, staffing and necessary support in the provisions of space and materials.

Within some educational systems resistance to third language instruction has been expressed. This appears to stem from a belief that third language instruction has a detrimental effect on the academic progress of students. This concern, however, is not shared by the executive of the Toronto Teachers' Federation,[14] nor does it find substantiation in educational research. Although the Work Group agreed that the advantages of third language programs seem indisputable, it also fully recognizes that difficulties will be encountered in its introduction to a system of education.

To make possible an acceptable third language program, many questions will have to be answered and many organizational obstacles overcome. In essence a feasibility study of third language programs would be required in which the following questions would receive maximum attention:

1. What changes in the Education Act will be necessary?
2. What participatory voice will the community have in third language programs?
3. Can we organize third language programs so that they are adaptable and feasible enough to meet individual school and community needs?

Other concerns related to this feasibility study would include the establishing of teacher qualifications required for third language programs, and the determining of criteria for the institution of these programs, since before this can begin a significant community demand must be identified. Other and varied third language programs already in existence would be carefully studied for elements of suitability and relevancy to the system of education in the Borough of York.

Questions of funding a third language program have been asked frequently. This concern would require close examination, for if third language programs were adopted adequate funding would have to follow. The Board of Education for the Borough of York has already indicated support for programs of this nature through the operation of the Italian summer school and the recent approval of the Italian cultural program at Memorial and Rawlinson Junior Public Schools.

Because of an intense belief in the value of retaining their native language, some minority groups have already initiated third language programs on an after 4:00 p.m. basis in several schools of the Borough of York. The Work Group expresses strong support for these and has determined that it is a necessity that the Board do likewise. Support for the operating of these after 4:00 p.m. programs could come in the form of hiring needed and qualified staff; the development of appropriate course content; the co-ordination and supervision of programs to ensure continuous quality of instruction; close co-operation with existing community groups that already operate such programs; and the procurement of

funds available for such programs through the Ministry of Education's Heritage Languages Program.

Footnotes

[1] The Ontario Ministry of Education, *Multiculturalism in Action: Curriculum Ideas for Teachers* (n.p., 1976-77/6130), p. 3.

[2] The Honourable John Munro, *Address to the Thunder Bay Multiculturalism Association Conference* (April 1977), p. 2.

[3] Ibid.

[4] The Board of Education for the Borough of York, *Draft Report of the Work Group on Multiculturalism* (Toronto, 1977), p. 42.

[5] Dr. Suzanne Ziegler, *Survey of Parents of Grade Eight Children on Issues Related to Multiculturalism and the Schools* The Board of Education for the Borough of York, (Toronto: 1976).

[6] Ibid., p. 10 (92% of 119 parents surveyed supported this position).

[7] The Board of Education for the Borough of York, *An Issue Paper on Multicultural Education* (Toronto, 1975), p. 5.

[8] *Random House Dictionary of the English Language* (New York: Random House, 1966), p. 353.

[9] James W. Vander Zanden, *Sociology: A Systematic Approach* (New York: The Ronald Press, 1965)., p. 492.

[10] K. G. O'Bryan, J. G. Reitz, and O. M. Kuplowska, *Non-Official Languages: A Study in Multiculturalism* (n.p.: Supply and Services Canada, 1976), p. 165.

[11] *Survey of Parents of Grade Eight Children*, p. 7.

[12] *Non-Official Languages*, p. 120.

[13] H. H. Stern, *Foreign Languages in Primary Education* (London: Oxford University Press, 1967), p. 110.

[14] The Teachers' Federation presents persuasive arguments for bilingual education programs in their brief to The Board of Education for the City of Toronto Work Group on Multicultural Programs (January 1975).

Recommendations: On the retention of culture and language

The Work Group Recommends that The Board of Education for the Borough of York:

24. Support in principle third language instruction as part of the regular school curriculum in public schools where sufficient interest is demonstrated by the community and where Ministry approval and financial assistance is given;
25. Set up a committee to investigate the feasibility of operating third language programs within the regular school curriculum;
26. In co-operation with community groups extend its support and encouragement of third language programs operating after school while the feasibility study is in progress;
27. Continue to support and expand summer school third language programs at the public school level and publicize their availability across the borough;
28. Continue to be responsive to community interest and requests with regard to third language instruction at the secondary school level where the number of students is sufficient to make it feasible.

5 Major issues of multiculturalism examined

Section 3: A curriculum for multiculturalism

Good education requires good planning. A curriculum planned for multiculturalism would enable students to expand their knowledge of the diversity of Canadian society and its way of life. Students in Canadian schools already acquire an awareness of this diversity in existing curricula but it is important that this awareness be increased and a basic knowledge be built upon through careful curriculum planning. Such planning rests on the understanding that multiculturalism is good pedagogy in which the child and his/her experiences are accepted and utilized for the purpose of further learning. Also, inherent in this curriculum is the perception that multiculturalism is a necessary preparation for all children, and not just recent immigrants, if they are to live in harmony in a multicultural society.[1] A curriculum that demonstrates that all our knowledge has been gained through contributions by people world wide, supports the position of equal status for all cultures. Essentially, learning to like one's self includes seeing self in the school curriculum.

The Work Group recognizes that there are schools in this borough which are already doing what this section of the report recommends. We are supportive of this work. However, where a greater emphasis on multiculturalism could be made, or for those schools just beginning in this area, it should be remembered that a curriculum cannot remain static if it is to serve the educational needs of the students for whom it has been planned. The change in curriculum in the system of education for the Borough of York must reflect the diversity of cultures brought about by its constantly changing population. Extensive curriculum changes however, are not readily made and unless those who plan and teach a curriculum display a sensitivity and a genuine commitment to such actual changes, the intent of this chapter cannot be realized.

Ministry Position

The Work Group would like to make it clear that what is being expressed and proposed in this section on 'A Curriculum for Multiculturalism' is not radically innovative or new. The Ministry of Education curriculum guidelines for the Province of Ontario have been advocating approaches to multiculturalism since 1973, which support the position of this Work Group.

At the elementary level, there are specific program objectives which state that each child will be given an opportunity to:

- develop and retain personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin, and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than his own.[2]

At the secondary level in the area of Social and Environmental Studies and Canadian Studies, two specific guidelines illustrate a multicultural emphasis:

- . . . the ways in which people live, raise their families, earn and spend their money, worship, establish their governments and laws, travel, and shape their surroundings are some of the topics that could be included in courses in this area of study.
- . . . to be classified as Canadian Studies, a course must have as its major purpose, helping the student to understand the nature of Canada's multicultural society.[3]

The guidelines referred to here exemplify that the Ministry of Education, Ontario, stresses that the curriculum from kindergarten to grade 13 should be multicultural. The position on curriculum change and development held by the Work Group is not a marked departure from, but rather a close alignment with Ministry policy.

Curriculum Modification

Curriculum change does not necessarily mean adding on a new curriculum but it does mean changing the existing curriculum to reflect new realities. One such reality is that multiculturalism is not a fad that will pass away, neither is it a bandwagon needing elaborate materials or resources.[4] The implication here is not the development of a rash of new courses on topics of multiculturalism nor is it merely a series of projects illustrating quaint ethnic differences; rather it entails a thorough re-examination of existing courses.

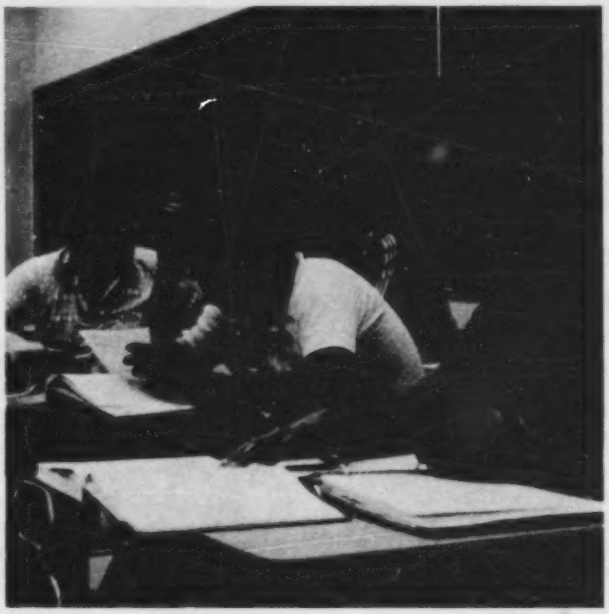
To begin this re-examination, the Work Group supports an integrated approach to curriculum planning which requires adapting all subject areas to multiculturalism. In supporting this approach we are challenging the commonly held opinion that some areas of curriculum may be appropriately adapted but others may not. The

disciplines of mathematics and science, for example, rarely display a recognition of the multicultural nature of their subject matter. This is unfortunate, because mathematics does have a part to play in multicultural education. Indeed, once we begin to look into the origins of our school mathematics we find important contributions from several cultures other than that of the Greeks which is, to some extent, acknowledged. As with mathematics, the identification of the origin and source of all bodies of knowledge will weave recognizable and valuable cultural aspects into a curriculum.

Existing curricula tend to minimize the significance of a community as a resource in program planning. It is important that ethnic communities contribute to a curriculum with their ideas, artifacts and values. Within these communities the children and their families are rich resources in themselves. A desired composition of a curriculum would be that it reflect local ethnic cultures. This may be demonstrated by teaching a unit of study on a culture which is represented in the school population instead of one on a culture or geographic area to which students cannot relate personally. In following and teaching such a curriculum, schools would not only be providing students with objective knowledge of other cultures, but also with the fact that many different value systems exist along with information on what these values really are. In the close scrutiny of existing curriculum materials, two issues demand attention. The first is to identify all slurs against any minority groups and the second is to look for omissions of cultural recognition. The Work Group is particularly concerned about the implications of these for native peoples, the working class, and the black population. A study completed for the Ontario Human Rights Commission in 1975, concluded that "the denial of self-respect and racial identity" seems to be evident in the frequent omission in the school curriculum of black history, culture and other contributions to Canadian society.[5] It is evident that some textbooks and other instructional materials available to educators at times depict a negative, stereotyped image of minority groups.

To further depict the value of an integrated approach to curriculum planning, trips and other educational excursions are regarded as a vital and valuable part of school life. By way of illustration a trip to our Outdoor Education Centre provides children with the opportunity of living together, learning to understand each other and working co-operatively on projects free from classroom competition.

However, many immigrant parents may not fully understand or agree with the purposes of educational trips. These parents should not feel pressured at any time



to have their children participate in field trips. Instead, schools should endeavour to make parents more aware of the nature of the trips, the related instruction and accommodations, and the benefits that their children will derive from them.

Actual curriculum modification for multiculturalism may be accomplished through various curriculum planning strategies. As suggested in *Multiculturalism in Action*, these would include the use of culturally diverse materials, problems and ideas for teaching the fundamentals such as reading, writing, arithmetic and reasoning. Also included would be the use of the multidisciplinary concepts of change, survival, roots, community and migration. Some specific themes might be food, dress, shelter, names, laws, work, greetings, friendships, conflict, festivals, ceremonies, art, dance and music.[6] This curriculum for multiculturalism would acknowledge and incorporate in a practical way the existence of universal themes that characterize the human condition.

Footnotes:

[1] The Ontario Ministry of Education, *Multiculturalism in Action: Curriculum Ideas for Teachers* (n.p., 1976-77/6130), p. 2.

[2] The Ontario Ministry of Education, *The Formative Years* (n.p., 1975), p. 3.

[3] The Ontario Ministry of Education, *Secondary School Diploma Requirements* (n.p., H.S.1 1977-78), pages 4 and 14.

Recommendations: On a curriculum for multiculturalism

The Work Group Recommends to The Board of Education for the Borough of York that:

29. A curriculum committee on multicultural studies be established by the Board to:

    a) Formulate guidelines to complement the Ministry of Education guideline "Multiculturalism in Action", to provide opportunities for students from kindergarten to grade 13 to become aware of other cultures, their beliefs, traditions and values;

    b) Carry out an intensive examination of the present curriculum at all levels to determine how adequately it serves the multicultural needs of the community;

    c) Carry out intensive evaluation of the textbooks and materials presently being used and discourage the use of those that perpetuate cultural stereotyping;

    d) Formulate new units, or revise existing ones based on the guidelines suggested above;

    e) Produce an anthology of materials and resources relevant to the various ethnic groups within the Borough that would be distributed to all schools;

    f) Act as a liaison with publishers to encourage the revision of some textbooks as well as the development of others that recognize the multicultural fabric of Canadian society;

    g) Visit the schools to assist in the implementation of the multicultural guidelines referred to above;

30. The curriculum committee established under Recommendation #29 contact the following groups for the purpose of acquiring and exchanging multicultural materials:

    a) Other educational jurisdictions with similar curriculum content projects;

    b) Various ethnic and cross cultural organizations; and

    c) Labour and business organizations to obtain information concerning the contribution of immigrant workers to the development of Canada;

31. Schools be encouraged to produce their own anthologies of materials relevant to the various ethnic groups within their school;

32. The curriculum include folk tales, music and songs, cuisine, mythology, traditional dress, history, geography and literature of those ethnic groups which are present in the community. Attention should be given to the performing arts which reflect the multicultural composition of the community. These materials could be developed with the aid of representatives of the various ethnic groups in the community:

33. Schools develop programs and activities that give visible recognition to the value of the cultural heritage of the groups that make up their community;

34. Orientation sessions be organized as required to inform parents of the value of field trips and extra-curricular activities as important aspects of the curriculum and as means of promoting understanding of other cultures.

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[4] *Multiculturalism in Action*, p. 2.

[5] The Ontario Human Rights Commission, *The Black Presence in the Canadian Mosaic: A Study of Perception and the Practice of Discrimination against Blacks in Metropolitan Toronto* (Toronto, 1975), p. 59.

[6] *Multiculturalism in Action*, p. 2.

First Day

Every time I speak they ask me what did I say, because I speak a different kind of English from them
If they ask me where am I from and I said from Jamaica, I talk it different. So they ask me again and I say the same thing and they look at each other. I feel so upset when they keep on asking me to repeat what I said. I felt like I was in the middle of a lion's den.

written by a grade 8 student in the Borough of York

5 Major issues of multiculturalism examined

Section 4: Immigrant students: orientation, placement and programs

Immigrant Services

This chapter provides a description of the placement procedures and programs for immigrant students already in existence in the Borough of York. The information used in this description is factual and does not require any detailed analysis or theorizing for purposes of clarification.

The schools in the Borough of York serve large numbers of immigrant children from very diverse backgrounds. A submission made by the Work Group on Multiculturalism prompted the Board of Education for the Borough of York to establish the Department of Immigrant Services in May of 1976 to better meet the needs of immigrant students. Assistance is offered in the following areas:

1. Assessment and Placement of Immigrant Students
2. English as a Second Language Programs (E.S.L.)
3. English as a Second Dialect/Upgrading Programs (E.S.D.)

Eligibility and Staffing for Immigrant Services Programs

Students eligible for these programs are those who have recently arrived in Canada from non-English speaking backgrounds (E.S.L.); have been born here of immigrant parents who do not speak English at home (E.S.L.); speak a dialect of English (i.e. immigrants from West Indies or India, E.S.D.); and those who arrive in Canada with needs in academic areas such as literacy and mathematics (Upgrading).

Staffing

Teachers in Immigrant Services programs are allocated according to a formula based on how long students have been in Canada and from which part of the world they come. This allocation is determined on the basis of information that records new arrivals as submitted by the schools monthly. The number of teachers then assigned to our board is allocated to individual schools on the basis of their specific needs. A failure to report this information correctly could result in a smaller teacher allocation for E.S.L. to our Board.

It is essential that teachers be recruited for E.S.L. or Upgrading programs on the basis of their interest and special qualifications. A commonly held understanding, "that anyone who speaks English can teach E.S.L." should be replaced by a recognition that these programs deserve sensitive and specially trained teachers.

At the central office, Immigrant Services has a staff of three comprised of:

1. Placement Counsellor
2. Consultant
3. Co-ordinator

Assessment and Placement

Immigrant students with widely differing academic backgrounds arrive at various times of the year. It is the role of the Placement Counsellor to assist the school personnel, particularly at the secondary level, in the assessment of the student's academic qualifications and to aid, where necessary, in selecting the most appropriate placement for each student. This counsellor is responsible for ensuring that a consistent procedure of placement is followed throughout the Borough. In addition to assisting guidance personnel at the secondary level, the Placement Counsellor is frequently requested to assist principals and teachers in the junior and senior public schools in the assessment and placement of immigrant children.

Of particular concern is the assessment of students who arrive here speaking a dialect of English but whose academic background is limited in the crucial areas of literacy and mathematics. Assessment of these students involves mapping out those areas or skills that need special attention so that the student may participate in regular programs at his age level.

The main problem encountered by school personnel in attempting to place immigrant students appropriately is the frequent mismatch between the student's age and his or her ability to do the work at that grade level. Frequently, either the handicap of an inadequate background in English or insufficient previous academic preparation militate against the student's placement with his or her peers. However, wherever possible, the students should be placed with their peer group and given withdrawal support in E.S.L. or Upgrading classes until they are capable of pursuing studies independently.

Placing students back one or more years from their age groups usually results in much frustration for them. Thus, it is advisable to place students in the grade level which is appropriate to their age. If there is some doubt about this placement, the Placement Counsellor should be consulted.

Although responsibility for placement lies with the principal at the junior school level, and with the guidance personnel and principal at the senior public and secondary level, the E.S.L. or Upgrading teacher should be consulted with regard to the assessment and placement of all newly-arrived students.

An accurate placement of a newly-arrived student does not automatically guarantee success for the student. Frequently, the first year in a new country and school is spent in orientation and adjustment to a new language, new subjects, teachers and friends. Occasionally, a student's lack of progress may be interpreted as either lack of ability or a learning handicap. In such cases, teachers may feel the need for an outside assessment of the student's abilities. The use of formal testing instruments to diagnose student weaknesses or handicaps is to be avoided since linguistic or cultural factors will significantly influence the results. In special instances, a referral should be made to Immigrant Services and Special Services so that appropriate special programming may be offered to meet a specifically identified need.

Of particular concern to the Work Group is the inclusion of immigrant students in grade or school-wide group tests of academic ability. Linguistic and cultural factors will render results of such tests meaningless in the case of immigrant students and these results, if recorded in the student's records, can have an adverse influence on the student's future academic progress. Therefore, immigrant students should be excluded from such mass testing during their first two years in Canada.

Immigrant students should be given every opportunity during their first two years in Canada to pursue courses leading to level 4 or 5 diplomas. Any decision to recommend changing a student to level 2 or 3 programs should be made only after consultation with Special Services and Immigrant Services and only after sufficient time has elapsed for the student to develop adequate language competence and overcome problems related to adjustment.

Program Goals

The following represent the goals of teachers in E.S.L. and Upgrading programs:

1. To promote confidence in the students in their new surroundings.
2. To meet each student's individual language or academic needs.
3. To provide or arrange for upgrading of students who arrive with identified needs.
4. To preserve pride in the students' culture and language/dialect and to assist students in understanding the complexities of our culture without threatening their own.
5. To provide instruction in and opportunities for language experience.
6. To provide knowledge of school, community, city, country.
7. To help students develop relationships within the class and the school.
8. To integrate students in school programs.
9. To promote awareness and acceptance of immigrant students among staff and students.

A good part of the Immigrant Services teacher's energies are expended in acting as a liaison between his/her students and the rest of the school. To attain the objective of involving the students as much as possible in school programs and activities, the teacher must consult and plan with colleagues to arrange for participation in subject activities, to provide for alternative activities, to assist in evaluation and to help the grade or subject teacher in giving special help to the immigrant students who are experiencing difficulties because of either language or dialect, or lack of content background.

The Immigrant Services teachers must also seek ways of promoting interaction between the host students and the immigrant students. Opportunities for such interaction promote understanding and acceptance. To promote acceptance of immigrant students on a system-wide basis, the teacher must serve as a catalyst for the sensitizing of the school community, staff and students, to the benefits and responsibilities of a multicultural society.

Recommendations: on immigrant students: orientation, placement and programs

The Work Group Recommends to The Board of Education for the Borough of York that:

35. a) Immigrant students be placed in grade levels appropriate to their age in the junior and senior schools. Where a different placement is being considered, the placement counsellor be consulted;

    b) At the secondary level, students be given credit for work they have completed in their own countries subject to evaluation of their documents and previous educational experience;

    c) At the secondary level, recently arrived immigrant students always be assessed according to the guidelines established by the Immigrant Services Department;

36. Immigrant Services teachers be involved in the assessment and placement of all newly arrived students;

37. a) Formal diagnostic tests not be administered to immigrant students during their first two years in Canada except upon consultation with Special Services and Immigrant Services;

    b) Group tests of academic ability not be administered to immigrant students during their first two years in Canada

38. Immigrant students not be placed in level 2 or 3 programs during their first two years in Canada except upon consultation with the Departments of Special Services and Immigrant Services;

39. The Board, through the Immigrant Services Co-ordinator, establish certification requirements and other criteria for E.S.L./D/Upgrading teachers appropriate to their responsibilities;

40. All teachers of E.S.L./D and Upgrading be appointed by the appropriate hiring authority in consultation with the Co-ordinator of Immigrant Services;

41. English as a second language/dialect/upgrading students be identified in every school and appropriate programs be implemented to meet their needs;

42. At the Secondary and Senior Public level, immigrant students be allowed to attend courses on an audit basis;

43. A committee be established by the Board to examine transitional bilingual instructional programs to determine the desirability of implementing similar programs in the Borough of York.

5 Major issues of multiculturalism examined

Section 5:
Staffing and teacher preparation for a multicultural school population

Staffing

Good educators will be found in the classrooms of any good system of education. The hiring and promotion of the best educators from many backgrounds is of strategic importance to a school system with a multicultural school population. Providing for variation in cultural backgrounds would bring together educators with increased insights and understandings of other cultures and languages and would allow for varying vantage points from which to view educational and racial concerns. A multicultural staff exemplifying the multicultural make-up of our society is a desired staffing objective. This in essence is more important and of greater influence that the use of fine words in motivating students toward a genuine acceptance of cultural diversity.

Although the hiring of teachers from diverse cultural backgrounds is a desired objective it must be clearly understood that there is no intent to adopt any form of a quota system for hiring teachers based on a ratio of representation of different ethnic groups in the student population. In the determination of staff appointments, a candidate's minority or majority group status should not be a deciding factor. However, the policy of hiring the best educators available, without discrimination, should result in a staff drawn from many cultural backgrounds.

The existence of such a staff in our schools is critically important in helping to erase incidences of stereotyping as well as the myth that different is not equal and that minority group success is exceptional. It is confidently expected that the current ethnic diversity among the staff will increase as qualified teachers from more recent immigrant groups are trained. This diversity among the staff must be enthusiastically accepted and encouraged.

Teachers must be particularly aware of their paramount influence in establishing a classroom and school atmosphere of understanding and mutual awareness among all racial groups. They should take great care to avoid statements or actions which may be interpreted as being intolerant or ethnocentric.[1] Any expression of beliefs which are negative toward any culture and any display of prejudicial behaviour toward students by teachers shall be deemed as unacceptable teaching practice.

In making recommendations on the staffing of schools with a multicultural student population it is important to note that the present hiring practice of this Board of Education is that the best candidate shall be appointed to a vacancy without discrimination.

Footnotes:

[1] In the *Issue Paper* of The Board of Education for the Borough of York Work Group on Multiculturalism, the following definition of ethnocentricity was given:
"Ethnocentricity is the attitude one develops as a result of a belief in the superiority of one's ethnic group, or one's ethnic culture" (p. 4).

Recommendations: On staffing

The Work Group Recommends to The Board of Education for the Borough Of York that:

44. **In the hiring, placement and transfer of staff, continual care be taken to see that these persons are familiar with the multi-ethnic composition of the community. Only applicants sensitive to and supportive of cultural diversity be recommended for hiring and promotion;**
45. **The Board of Education for The Borough of York must continue to attract, hire and promote the best educators from many backgrounds. In doing so the staff will reflect the multi-ethnic composition of our society.**

Teacher Preparation

New Dimension in Teaching

Dramatic changes in society and student populations have greatly influenced the roles teachers occupy in educational systems. Because of this, teaching now is definitely not what it used to be. Diverse cultural, social and educational backgrounds of students have generated new demands and expectations for those who teach.

Many of these changes in our schools have taken place in a relatively short period of time and largely because of the continually changing make-up of society. Of these changes, only some were anticipated by teachers when they began their careers. From this, it is reasonable to say that many teachers may require additional preparation to more adequately meet the needs of the education system in which they now find themselves. Although most teachers welcome the changing composition of our student body, many nonetheless express anxieties and frustrations because of difficulties encountered in meeting the needs of such a diverse population, which even now continues to change. To add to the teachers' difficulty in this changing era, they have not been adequately provided with support services and material resources to help them in their demanding task.

We are sympathetic to the demands and stresses under which our teachers are presently working. It is our sincere hope that this report will provide the encouragement and support both in theory and practice which will be helpful to teachers and students.

Teachers for a Multicultural Society

In the opinion of the Work Group, the implementation and success of a multicultural program of education requires sensitive, skillful and specially prepared teachers. Attitudes that teachers hold toward multiculturalism are primary determinants of their own suitability and effectiveness in teaching a highly diverse student population. Superficial adjustments of the system of education cannot be accepted as a substitute for fundamental attitudinal changes required of personnel.

Teachers working in a multicultural setting must be understanding and accepting of differing values and differing expectations which parents have of schools and teachers. It is important that teachers recognize that the attitudes and values of the school are revealed in the rules and regulations that it maintains, and that these may differ greatly from the attitudes and values held by communities and families from which the children come. Children of all cultures are capable of intense feelings and are easily hurt. For this reason it is vitally important that teachers seek to be especially sensitive toward all children and respect the cultural values that accompany them.

In addition to these personal considerations, understanding that the school belongs to the community is an absolute necessity if teachers are to increase their students' awareness and appreciation of local cultures. Teachers should make a great effort to understand the learning styles, values and senses of identity of their students. Further, it must be recognized that students need time to become acclimatized to a new setting. Teachers must assume the responsibility of monitoring the new students' progress and provide support where necessary. For effective instruction, teachers should make a sincere attempt to accommodate themselves to various homeland approaches toward teaching and learning and at no time devalue or debase any student's learning habits acquired in his/her own culture.

The teachers' aim in multicultural education should be to utilize the background and varying experiences of their students as valuable resources in adding new teaching and learning strategies to those that already exist. This approach should do much in removing the *them* and *us* dichotomy that appears in our society at times.

Teacher Preparation Implications

Teachers presently employed in our schools need assistance to work more effectively with a multicultural population. A need for programs designed to provide additional information related to the cultural groups in the schools has been expressed by many persons concerned with education in the Borough of York. Submissions received from the staff of Borough of York schools and requests for workshops, and information and materials about various cultural groups have helped to identify particular areas of teacher preparation concerns.

The Work Group believes that in addition to the traditional type of workshops and provision of material resources, teachers can benefit greatly from making direct contact with community organizations and participating in local cultural events in the home communities of their students. It also believes that in recognizing the need for assistance of varying kinds in support of teacher preparation, it will be necessary for the Board of Education to make adequate provisions in the form of physical, financial and personnel resources.

The Work Group, through its public meetings discovered that various ethnic communities were very interested in co-operating and working with the education system of this Borough wherever possible. Teachers should be encouraged to capitalize on the willingness of communities to help plan workshops, come into the classrooms where suitable and be available to assist in developing a continuously relevant program of education.

Those presently employed in our schools will essentially be relying upon the forms of assistance discussed earlier in this teacher preparation section. However, future students of teacher training colleges should be required to study the implications of multiculturalism for a system of education as part of their training program.

Recommendations: On teacher preparation

The Work Group Recommends to The Board of Education for the Borough Of York that:

46. a) The teaching staff of a school be encouraged to identify their needs, whether for information or resources, so that they can relate more appropriately to the different cultural groups in their school and local community;

    b) Where a teaching staff identifies such needs, support and resources be made available to facilitate whatever workshop it initiates;

47. a) Workshops include emphasis on the similarities between cultural groups as well as the differences, with the goal of demonstrating a unity of peoples in the Canadian mosaic and their contributions to Canada;

    b) Workshops be instituted to instruct teachers in the social structure, customs, values and education practices of the various ethnic groups present in the community. Planning for these to also include assistance to teachers in recognizing and interpreting the needs of the community;

48. The Board of Education for the Borough of York recommend to the Ministry of Education that teacher training college curricula be designed to prepare teachers for working in a multicultural environment by including courses on cultures, traditions and histories of minorities;

49. A comprehensive list be prepared of topics, resource materials and personnel suitable for use by the local school in planning workshops to increase sensitivity and understanding of multiculturalism;

50. The Instructional Materials Centre be requested to prepare a sample collection of available materials on multiculturalism for use by teachers.

5 Major issues of multiculturalism examined

Section 6: Government roles in multiculturalism

The principle aim in investigating this issue was to examine the source and availability of funds for special programs to meet the needs of immigrant students. Concern stemmed largely from the belief that there is a lack of equality in educational opportunity for new arrivals to this country. Federal, provincial and municipal levels of government were consulted in an effort to determine the financial responsibilities assumed by each jurisdiction. However, because autonomy at each level is jealously guarded, there is a noticeable lack of consultation and teamwork among the three levels of government. In addition, non-financial sources were also included in the scope of this inquiry.

The Metropolitan Toronto School Board

A meeting was held in July 1977, to discuss the criteria used to determine the number of students requiring instruction in English as a Second Language. According to the criteria established by The Metropolitan Toronto School Board, The Board of Education for the Borough of York is currently considered to be adequately compensated through the Staff Allocation Formula for special programs for immigrant students.

Weighting Factor Information

Special Education

The cost of providing special education programs and services is recognized for grant purposes through a combination of:

(a) a specific amount for special education within the grant ceilings, and

(b) the special education weighting factors.

A basic level of service for special education is provided within the 1977 grant ceilings. This basic level of service has been identified as a special education program equivalent to two special education teachers for each 1,000 pupils. The additional costs of providing special education programs and services, that are in excess of the cost of the basic level of two teachers per 1,000 pupils, are recognized through the special education weighting factors. In 1977, as in 1976, the special education weighting factors recognized for grant purposes are subject to a maximum of 0.0500. The Metropolitan Toronto School Board is receiving the maximum grant.

Compensatory education

All boards in excess of the median on a scale designed to measure the need for compensatory education services receive a weighting factor to reflect the cost of providing these special services. The factors are graduated according to the need for these special services with the measurement of need being the sum of the board's rating on the following four independent variables:

(a) per cent of population in receipt of general assistance and family welfare benefits

(b) per cent of all income tax returns with taxable income less than $6,000

(c) per cent of population with neither English nor French as their official language,

(d) the number of public housing units per 1,000 persons adjusted to reflect the bedroom count of the units

It is obvious that the weighting factor for special education precludes any provision for ESL/D students and although the Ministry of Education might claim some form of recognition in the Compensatory Education weighting factor, there in fact is none.

The Ministry of Culture and Recreation, Ontario

The Ministry of Culture and Recreation endeavours to promote and develop multiculturalism through its two main divisions, the Citizenship Branch and the Multicultural Development Division.

The services rendered through the Citizenship Branch can be categorized as follows:

(a) reception assistance for newcomers

(b) language training for adults and pre-schoolers

(c) citizenship and orientation assistance for new arrivals.

The major projects carried out by this Branch are directed toward pre-schoolers, adults, industry and community groups, all of which exist outside the education system.

While the Citizenship Branch does not directly fund compensatory education, it serves as a resource service through the provision of materials and support personnel. Furthermore, if interested individuals or groups within the community were to initiate a project of value to a board of education (e.g. reception centres), there is a possibility that such a project could be financed through a grant.

The Multicultural Development Division serves as a depot for the distribution and development of resource materials for teachers. These include films, books, articles and brochures about various cultural groups. The Multicultural Development Division has compiled a directory of resource personnel of all minority groups. As a means of extending its services, the Ministry of Culture and Recreation offers assistance to school boards for in-service seminars, conferences and professional development days. It is clear then that valuable support services are available to school boards even though direct funding to these boards through this Ministry is not available.

The Federal Government

It is possible for volunteer organizations to obtain grants directly from the federal government to assist them in local community projects such as projects relating to Group Understanding and Human Rights. Grants are also available to enable groups to reinforce their identity and to interact with other groups. This money is distributed through the Multicultural Budget of the federal government.

Recommendations: On government roles

The Work Group Recommends that The Board of Education for the Borough of York:

51. a) Continue to recognize the academic needs of immigrant students as a high priority;

    b) Continue to pursue adequate staffing and funding to meet the needs of immigrant students;

    c) Request assistance from the Federal and Provincial governments in obtaining community field workers; (After projects have been defined, community organizations would be able to apply for funding through provincial grants).

    d) Assist field workers to obtain funds and resources for community projects from the Federal and Provincial governments so these projects become self-sufficient;

    e) Apply to the Learning Materials Development Fund of the Provincial government to obtain financial assistance for the development of multicultural materials for local use;

52. Request The Metropolitan Toronto School Board to:

    a) Continue to seek financial assistance from the Ministry of Education in terms of a weighting factor for English as a second language;

    b) Seek to have English as a second language recognized by the Ministry of Education and established as a separate item for grant purposes;

53. Request the Ministry of Education, Ontario to:

    a) Establish a weighting factor for English as a second language;

    b) Include English as a second dialect as a separate factor in the weighting factor for grant purposes;

    c) Pursue with the Federal government the updating of the 1953 Federal/Provincial agreements;

    d) Consider the feasibility and desirability of teaching third languages to students where the need is expressed, and to finance these programs through the continuing education program;

e) Increase financial assistance and support for third language instruction as an extension of the regular school curriculum where numbers are justified;

54. Request the Ministry of Culture and Recreation, Ontario to:

a) Employ more field workers to identify community needs as they emerge and to provide leadership for ethnic groups;

b) Co-operate closely with the Federal government to anticipate the changes in demography at the local level;

c) Consider changing the criteria for eligibility for Wintario grants so that grants from other public sources may be obtained concurrently;

55. Request the Federal government to:

a) Work with the Provincial government to update the Federal/Provincial agreements which were established in 1953;

b) Provide direct financial assistance for English as a second language/dialect since the need for these programs stems from the Federal government immigration policy;

c) Update the existing Secretary of State Department definition of "immigrant" so that all immigrants (adults or children) will thus be eligible for English language training;

d) Communicate clearly the Federal immigration policy so that jurisdictions such as the Borough of York can predetermine their own policies and programs to meet the needs of immigrants upon arrival in this Borough.

6 Report implementation

Implementing the recommendations of the Report on Multiculturalism will be a task requiring much initiative, planning and leadership. According to the Work Group, the organization of an Implementation Committee and its subsequent responsibilities would follow the descriptive guidelines provided here:

Composition of the Implementation Committee

To expedite the work of implementing the recommendations, a representative committee of a *workable* number of nine members would include:

One Trustee

One Official

One Representative from the Immigrant Services Department

One Staff Person

Three Teachers

One Principal from each panel

Duties of the Committee

The Implementation Committee would assume the following duties:

a) co-ordinate, facilitate and monitor the entire process of implementing the recommendations

b) provide a progress report of its work to the Board, through the Director of Education, at three month intervals until implementation of the recommendations is complete

c) ensure thorough, accurate, and open communication of implementation proceedings with all those involved and affected by them

d) form sub-committees as needed to assist in the implementation of some of the recommendations*

e) work in close co-operation with the committees established by recommendations 17, 25, 29 and 43.

f) provide a cost analysis of each recommendation requiring additional funding

g) provide time line projections for the implementation of each recommendation

h) devise a plan whereby the implementation of recommendations, as they affect the schools, may be objectively evaluated

Cost Analysis of the Recommendations

The Work Group would like to emphasize the fact that the majority of the recommendations made in this report do not require any additional funding.

However, it is also recognized that even though accurate costing of recommendations in some cases will be very difficult, some of them will exist as actual cost items for the Board. In view of this, the Work Group recommends that the Implementation Committee carefully cost each recommendation that requires additional funds, and that the Board have the opportunity to discuss such recommendations and decide upon a suitable time for their implementation.

*It is anticipated that the recommendations of this report can be grouped into areas that pertain rather specifically to the teaching profession, administration, curriculum, immigrant services/inservice, schools/principals, and possibly some others. If sub-committees are established they would work in one or more of these specific areas.

Recommendations: On report implementation

The Work Group Recommends to The Board of Education for The Borough of York that:

56. **An implementation committee be established as described in Part 6 of this report to assume the full responsibility of leadership and planning in the implementation of all recommendations presented in this final report**

57. **The implementation committee communicate adequately and effectively with school staffs, school and community organizations, central staff, communities, and the media on their progress and related issues.**

Submissions received by the work group on multiculturalism prior to the draft report

Fred Hall – Principal, Runnymede Collegiate Institute
Myron Spolsky – Ukrainian Canadian Students' Union
Alberto DiGiovanni
Rocco Mastrangelo – Comitato Scolastico Italiano
Stan Pearl – L'Amoreaux Collegiate Institute, Scarborough, Ontario
Rev. Roland de Corneille – The League for Human Rights
Sandra Wolfe – The League for Human Rights
Gary Strang – Teacher, Lambton Park Junior Public School
The Staff of George Syme Junior Public School
Ena Paul and Myrna Levy – Teachers, Memorial Junior Public School
Philippe LeBlanc – Ministry of Culture and Recreation, Ontario
Charles Beer – Ministry of Culture and Recreation, Ontario
Marek Brodski – Ministry of Culture and Recreation, Ontario
George Cromb – Secretary of State, Government of Canada
Barbara Thomas – Cross Cultural Communication Centre
Fran Endicott – Ontario Institute for Studies in Education, Third World Studies
Nicki Hartrell – Teacher, Fairbank Senior Public School
Anna Rothman – Teacher, Dennis Avenue Junior Public School
Caroline DiGiovanni – St. Matthews Development Project
Robert Irwin – Guidance Chairman, Arlington Senior Public School
The Staff of D. B. Hood Junior Public School
Catherine Michalski – Ministry of Education, Ontario, Committee on Multiculturalism
Lucy DiGiovanni – Teacher, C. E. Webster Junior Public School
Canadian Society of Muslims
South Asians for Equality (SAFE)

The following school and community organizations

Bala Avenue Junior Public School
C. R. Marchant Senior Public School
F. H. Miller Junior Public School
George Syme Junior Public School
George Harvey Secondary School
Kane Senior Public School
Keelesdale Junior Public School
Rawlinson Junior Public School
Silverthorn Junior Public School
Weston Memorial Junior Public School

Additional Consultations

- Meetings with school staffs regarding English as a Second Language programs
- Survey of Parents of Grade Eight Children on Issues Related to Multiculturalism and the Schools
- Study of approximately 30 briefs submitted to The Board of Education for the City of Toronto Work Group on Multicultural Programs

Responses to the draft report of the work group on multiculturalism

Bala Avenue Junior Public School Staff
Bala Avenue School and Community Organization
Borough of York Women Teachers' Association
Cedarvale School and Community Organization
C. E. Webster Junior Public School Staff
C. R. Marchant School and Community Organization Sub Committee
Dennis Avenue Junior Public School Staff
Education Council, The Board of Education for the Borough of York
Harwood Junior Public School Staff
Harwood School and Community Organization
J. R. Wilcox Junior Public School Staff
Keelesdale Junior Public School Staff
King George Junior Public School Staff
Korean Community Education Committee
Old Millside Residents' Association
Olive Swinton-Lee
Ontario Public School Men Teachers' Federation, Borough of York
Ontario Secondary School Teachers' Federation – District 14
P.A.C.O. (H. J. Alexander Public School parent organization)
Rockcliffe Senior School Consultative Committee
Roseland School and Community Organization
Runnymede Collegiate Institute Staff Committee
Silverthorn Junior Public School Staff
Robert and Joyce Sparkes
Special Services Department, The Board of Education for the Borough of York
Gary Strang
Urban Alliance on Race Relations
A. Vahi
H. S. Vaughan
York Memorial Collegiate Institute Staff
Borough of York Public School Principals' Association